



PERCEPTION OF TEACHERS ABOUT EVALUATION OF CHILDREN WITH SPECIAL NEEDS

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ABSTRACT

Teaching in an inclusive classroom demands a broader and challenging role of teacher. She has to act as a guide, a counsellor, a strategist, etc. therefore assessment and evaluation procedures in an inclusive classroom are not the same as in a regular one. The focus of the present research is to study the changes teachers have put to effect in their evaluation process after the implementation of Continuous and Comprehensive Evaluation (CCE) for Children with Special Needs (CWSN) and the challenges faced by the teachers regarding CCE of CWSN.

Introduction:

For life to go on change is inevitable. Change is never easy especially when it involves a large number of individuals and an established system. (NCERT, 2006)

The effectiveness of curriculum depends on the skills and attitudes of classroom teachers. They have to manage a complex range of classroom activities and inclusion asks for modifications in their teaching and evaluation. Teachers have to face challenges to assess students with diverse needs and therefore different assessment and evaluation techniques are required.

Methodology: In the present study Descriptive Survey Method has been used.

Sample: The sample consisted of sixty teachers, six each from 5 government schools and 5 private schools of East Delhi Zone.

Tools: The data in this study was collected through a self made questionnaire.

Results and Discussion:

Table1: The changes teachers have put to effect in their evaluation process after the implementation of CCE for CWSN.

S. No.	Items	Responses in %		
		Disagree	Undecided	Agree
1	Incorporation of resources suggested by teachers.	17	15	68
2	CCE has brought qualitative changes in teaching and assessment practices.	32	15	53
3	Use of group and pair work strategies in evaluation.	10	5	85
4	Focus on both scholastic and co-scholastic aspects of students.	10	3	87

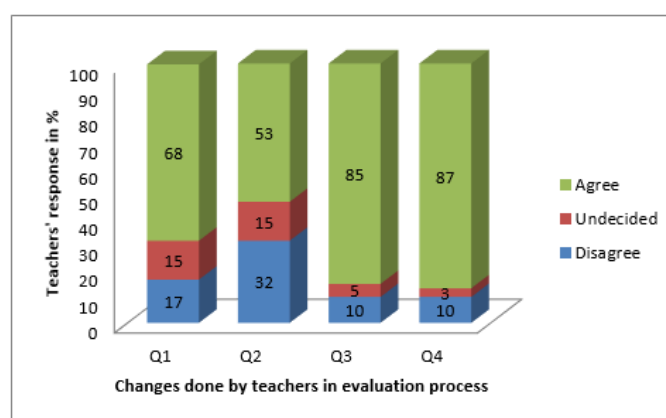


Fig. 1: To study the changes teachers have put to effect in their evaluation process after the implementation of CCE for CWSN.

Fig. 1 indicates that 68% teachers agree that the resources suggested by them for CWSN are incorporated by the school. The results of the present study contradict the findings of Ali, Mustapha and Jelas (2006) which reveals that majority of teachers (86.38%) reported that they did not have access to support services such as special education teachers, paraprofessionals or resource room services in their schools. Teachers find the support for CWSN beneficial for their learning. 53% teachers agree that CCE has brought qualitative changes in teaching and assessment practices for CWSN. 15% are undecided on the issue and 32% disagree to it.

Unanimously 85% teachers agreed that now they use group and pair work for evaluation. Somewhat similar response was seen regarding the assessment practices used by the teachers. 87% teachers agree that now they focus on both scholastic and co-scholastic aspects of students.

Table2: Challenges faced by the teachers regarding CCE of CWSN

S. No.	Items	Responses in %		
		Disagree	Undecided	Agree
1	Use of new methods of evaluation for CWSN.	0	7	93
2	CWSN are easy to retain in classrooms.	31	27	42
3	CWSN doesn't mix up with other children easily.	32	16	52
4	Provision of extra time during examination.	32	8	60

5	Breaks allowed for CWSN during evaluation.	32	8	60
6	CCE has put burden on teachers.	18	8	73
7	Difficulty in involving CWSN in activities.	32	15	53
8	Difficulty in managing assessment activities.	37	10	53

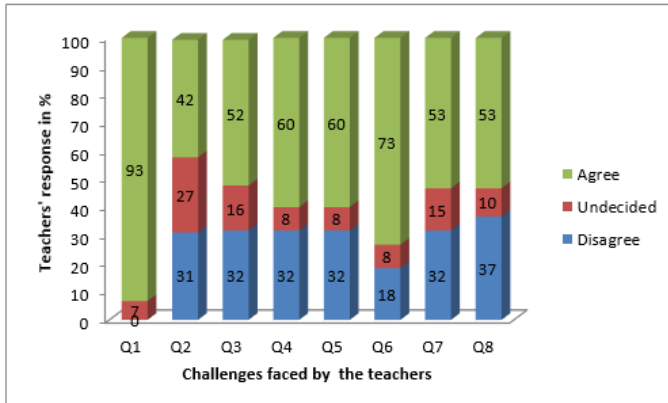


Fig.2. To study the challenges faced by the teachers regarding CCE of CWSN.

Fig.2 indicates that 93% teachers agree that new methods should be used for evaluation of CWSN other than/along with paper pencil tests. 42% teachers agree that it is easy to retain CWSN in classrooms. 31% disagree to it while 27% teachers are undecided.

Almost half of the teachers i.e. 52% agree that CWSN doesn't mix up with other children easily. 32% disagree to it while another 16% are undecided. A study conducted by Das and Kattumuri (2011) has similar findings. It revealed that Children found it difficult to make friends with the non-disabled peers because they were made fun of. They expressed dissatisfaction in their relationships with their non-disabled peer. They desired to have more friends and be involved in normal activities with their friends.

It is evident from fig.2 that 60% teachers agree that extra time is given to CWSN to attempt the question paper. 32% teachers disagree and 8% are undecided on the issue. 60% teachers agree that breaks are allowed for children during evaluation. 32% teachers disagree to it and 8% are undecided. Evaluation techniques for CWSN in SSA clearly states that extra time may be provided, as per the needs of the child. Breaks may be allowed during this time to counter fatigue. (Evaluation Guidelines)

Unanimously 73% teachers agree that CCE has put burden on them. 53% teachers agree that it is difficult to involve CWSN in scholastic and co-scholastic activities. 32% disagree to it while 15% are undecided.

Fig. 2 indicates that 53% teachers agree that it is difficult to manage assessment activities of CWSN. 37% disagree and 10% are undecided on the issue.

Therefore it can be said that the teachers who find it difficult to involve CWSN in activities may also find the assessment of CWSN difficult.

Major findings:

- 68% teachers agree that the resources suggested by them for CWSN are incorporated by the school.
- 85% teachers agreed that now they use group and pair work for evaluation.
- 87% teachers agree that now they focus on both scholastic and co-scholastic aspects of students.
- 93% teachers agree that new methods should be used for evaluation of CWSN other than/along with paper pencil tests.

- 73% teachers agree that CCE has put burden on them.

Conclusion:

The present study revealed that teachers though teachers use group and pair work in inclusive settings but still many find the involvement of CWSN in classroom activities difficult. Teachers consider CCE as a burden on them. Therefore there is a need for proper orientation of teachers for successful inclusion. Also teachers need to know the various guidelines issued for CWSN so that they could make changes accordingly.

Suggestions:

- Similar study can be done for different zone, different states.
- Teachers from Kendriya Vidyalayas, Navodaya Vidyalayas, Rajkiya Pratibha Vikas Vidyalayas and Army Public School can be taken for a similar study.

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